

METHODS IN ENGLISH TEACHING

This article deals with different classification of teaching methods. The definition of "method" is given. The authors focus on binary and interactive methods, pointing out their role in professional teaching.

Key words: *method, methodology, foreign languages, interactive learning.*

Learning foreign languages determines the use of certain teaching methods.

According to A.Alexiuk, *the teaching method* is a complex, multidimensional pedagogical phenomenon that is not a subject to synonymous definition. Analyzing the essence and structure of teaching methods, the scientist identified their two main features: "These are such ways of interconnected activities between teacher and student, that would: 1) have given students the opportunity to learn social experience; 2) contributed to the identification of the most effective- according to specific conditions- means of management of educational and cognitive activities of students. Scientist gives the definition: *"Methods of learning* are organized ways of interconnected activity of teachers and students, aimed at solving educational problems of higher education [6, p. 442].

Overview of pedagogical and methodological literature showed that, although there are certain differences in the definition of teaching methods, the scientists (O.Bilyayev, Ye.Dmytrovskyy, V.Onyschuk, L.Fedorenko, S.Chavdarov) formulated methods of learning in general, as ways (types) of interaction between teacher (professor) and pupils (students), aimed at achieving the goals of studying.

The question of the classification of teaching methods remains controversial.

Teacher Yu.Babanskyy identifies three groups of teaching methods based on three organically related components - *motivational* (formation of interest to studying), *an effective organizational* (methods of organizing and ensuring the essential perception of educational information, methods of providing mental activity, inductive and deductive, reproductive and searchable nature, managed and self-directed educational and practical activities; such methods are commonly called verbal, visual and practical, reproductive and search as well as methods of managed and self-directed learning) and *control and evaluation* (methods of verbal, written and laboratory- practical control) [1].

The classification methods of language teaching by the sources of *knowledge, level of cognitive activity of pupils (students) ways of interaction of teachers and pupils (professor and students respectively) in classes* are still well- known.

According to the sources of sciences, as well as the nature of sensory perception (hearing, vision, touch), language teaching methods are defined by E. Dmitrovsky, O. Tekuchov, L. Fedorenko, S. Chavdarov: *verbal, visual and practical* teaching methods (traditional classification).

The verbal methods include: a story, an explanation, a lecture, a conversation, a briefing, work with a book, an educational discussion, a debate. Visual methods include an observation, a demonstration and an illustration. Practical methods are an exercise, a laboratory work, a practical work and the didactic game.

The scientist O.Tekuchov presents the following classification of language teaching methods: 1) the word (story) of the teacher; 2) conversation; 3) analysis of language (language monitor, grammatical analysis); 4) exercises; 5) use of visual manuals (schemes, tables, etc.); 6) work with the textbook; 7) excursion [4, p. 110].

According L.Fedorenko the source of knowledge include: a theoretical material of a textbook, didactic language material, live speech. It defines three main groups of methods: 1) the methods of theoretical study of the language (conversation, message, work with the textbook); 2) methods of theoretical and practical study of language and speech (work with individual linguistic units and their forms); they include observation, analysis, dictation, reconstruction, design; 3) practical methods (working with the text to memorize the tradition of using linguistic units in speech tickets and speech itself) - those are retellings and works [4, p. 111].

By the level of *cognitive activity* M.Skatkin and I.Lerner in the process of learning, share the following methods:

- explanatory-illustrative, or informational-receptive;
- reproductive;
- problem presentation;
- partially search, or heuristic;
- the research [3] .

In addition, methods are classified based on the *internal logical way of mastering knowledge*. This group includes the following methods: *analytical, synthetic, analytical-synthetic and synthetic-analytical, inductive, deductive, inductive-deductive and deductive-inductive, and traductive* [6].

The basis for classifying teaching methods is the way of *interaction between teachers and students in the classroom*, according to which the following teaching methods are distinguished: verbal presentation of the material (explanation) by the teacher; conversation of a teacher with students; work with the textbook; method of exercises [4, p. 110].

Scientists distinguish methods of teaching *by didactic targets* : 1) methods that provide initial mastering of educational material (information-developing, heuristic, research); 2) methods that ensure the consolidation and improvement of the acquired knowledge (exercises, practical works) [2].

There is also a classification *by the main stages of the learning process*: the formation of knowledge, the formation of skills and abilities, the application of knowledge, generalization and systematization, consolidation, verification of knowledge, skills and abilities and creative activity [2].

Academician M. Makhmutov offers a nomenclature of binary methods, along with five teaching methods and five relevant learning methods. The grouping of these methods is based on two or more common features. Thus, as essential (common) signs the sources of knowledge are called, levels of cognitive activity of pupils, as well as the logical ways of learning cognition [6] .

The idea of binary teaching methods is also developed by other scientists (A. Aleksyuk, N.Versilin, M.Levin, N.Mochalova, etc.). These teaching methods are: 1) information and reporting; 2) explanatory; 3) instructional and practical; 4) explanatory-inducing [6] .

The teaching methods include: 1) performing; 2) reproductive; 3) productive and practical; 4) partially search; 5) search [6, p. 446].

A special group of methods consists of interactive teaching methods, which are an effective mean of forming communicative competence. "Interactive" comes from English - "inter" (inter) and "act" (to act). Interactive learning is a way of communicative interaction between subjects of study, aimed at active mastering of knowledge, development of skills and abilities in co-learning, mutual learning (collective, group, in cooperation). The basis of such training is the activation of cognitive activity of students through active communication [5].

Interactive methods create additional opportunities for professional training, for improving personal qualities, developing skills and competences for professional interaction. The purpose of these methods is the personal development of the student, the disclosure of his potential. During interactive learning the student becomes its active participant: he has the opportunity to express his opinion, defend his position, make an independent decision, thereby improving his communication skills and abilities in situations of a professional nature. In addition, as the practical experience confirms, an atmosphere of interest appears, while using an interactive method, motivation increases, which improves the mastery of knowledge by students.

Active methods are classified in the methodological literature by two main features:

- 1) simulation of professional situations;
- 2) presence of roles

Accordingly, all interactive methods are divided into imitation and non-imitation. Non-imitation include: seminars, discussions, conferences, programmable learning, computerized training. Imitation methods are divided into gaming and non-gaming. These include situations of professional activity, role-playing / business games, imitation exercises. P.Oliynyk, R. Balan, A.Verbilo, and others as interactive imitation methods consider playing roles, game design, business games.

Professor has to combine different teaching methods and approaches, creating his own teaching style, taking into account the goals, features, tasks and needs of students.

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